



## ANDREW JACKSON MIDDLE

6865 Kershaw Camden  
Kershaw, SC 29067

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	476 Students	
<b>Principal</b>	Theodore F. Dutton	803-475-6021
<b>Superintendent</b>	Dr. Gene Moore	803-286-6972
<b>Board Chair</b>	Bobby Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

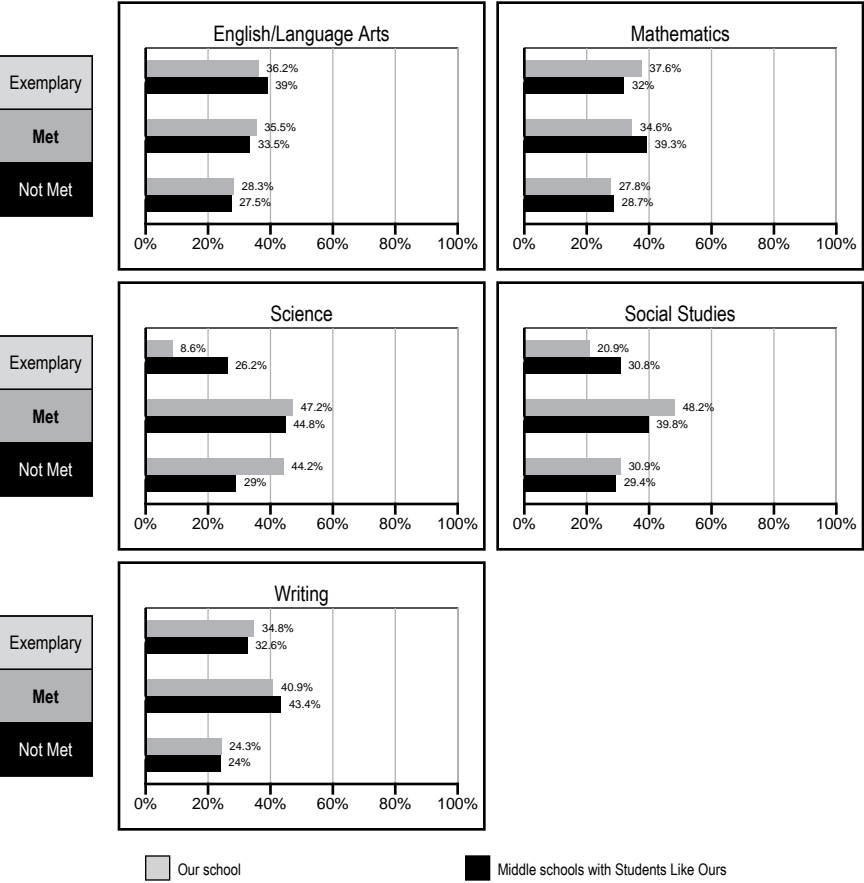
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	14	27	0	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.4%	97.3%
English 1	N/A	95.6%
Physical Science	N/A	25.9%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	95.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=476)				
Students enrolled in high school credit courses (grades 7 & 8)	49.5%	Up from 45.5%	40.9%	24.2%
Retention rate	0.2%	Down from 0.4%	0.6%	0.7%
Attendance rate	96.1%	Up from 96.0%	96.0%	95.9%
Eligible for gifted and talented	21.9%	Up from 12.9%	19.9%	16.4%
With disabilities other than speech	11.7%	Down from 12.7%	11.4%	12.0%
Older than usual for grade	1.3%	Down from 1.5%	1.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 1.0%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Down from 66.7%	59.0%	58.5%
Continuing contract teachers	73.3%	Up from 69.7%	82.4%	80.0%
Teachers with emergency or provisional certificates	8.0%	Up from 6.3%	4.3%	4.0%
Teachers returning from previous year	82.5%	Down from 83.7%	85.4%	84.6%
Teacher attendance rate	95.6%	Up from 95.3%	95.6%	95.4%
Average teacher salary*	\$46,771	Down 3.4%	\$46,921	\$46,561
Professional development days/teacher	8.2 days	Down from 10.1 days	10.0 days	10.2 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 22.4 to 1	23.0 to 1	21.1 to 1
Prime instructional time	90.3%	Up from 89.1%	90.6%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	98.6%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$7,213	Up 7.8%	\$7,213	\$7,802
Percent of expenditures for instruction**	67.4%	Down from 70.0%	64.0%	63.8%
Percent of expenditures for teacher salaries**	63.3%	Down from 65.2%	60.2%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Andrew Jackson Middle School's faculty and staff continues to work with district, state, and federal initiatives and funding to insure that our students and staff members have every opportunity possible to grow and learn. We spend many hours evaluating data, curriculum, and instructional practices that impact student performance. We continued our efforts to promote staff and faculty professional growth and education in response to student performance and student needs.

We have had an increase in our student performance on the PASS test in some areas. However, we also see areas that will require comprehensive evaluation of instructional practices and curricular adjustments/alignment with standards. We are pleased with the student participation and the resulting product on the PSAT test. To have 22 Junior scholars is a point of pride with the AJ staff, students, and parents. Although our students did show gains in some areas of the PASS test, MAPS assessments, and their course work, we also see areas that need support. The challenge to move staff, students and all facets of instruction, curriculum, and assessment is an ongoing challenge that we take to heart. Our interest and effort toward this end will be inclusive and comprehensive with respect to resources and research based best practice.

AJMS will continue to promote an Arts Inclusion curriculum. The participation in our arts programs has grown substantially with the collective effort and support of community organizations, district level guidance, and faculty collaboration. The climate and culture of AJMS is most definitely impacted in a positive way by the inclusion of the Arts in the core curriculum. AJMS embraces the ideology of teaching and learning together in and through the Arts.

Butch Dutton, Principal  
Tracie Scott, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	134	68
Percent satisfied with learning environment	96.9%	76.9%	91.2%
Percent satisfied with social and physical environment	100.0%	79.2%	86.8%
Percent satisfied with school-home relations	96.9%	89.2%	83.6%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.9%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	488	100	28.3	35.5	36.2	79.4	83	83.5	Yes	Yes
<b>Gender</b>										
Male	255	100	31.8	31.4	36.7	75.5	79.1	80.1	N/A	N/A
Female	233	100	24.3	40.1	35.6	83.8	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	377	100	22.5	37.5	40	85	86.8	89.6	Yes	Yes
African American	106	100	48.5	29.1	22.3	60.2	74	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	67.9	24.5	7.5	47.2	47.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	230	100	42.3	33	24.7	67.4	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	488	100	30.8	36.2	33	79.4	81.5	80.4	Yes	Yes
<b>Gender</b>										
Male	255	100	33.1	36.7	30.2	75.1	78.3	78.4	N/A	N/A
Female	233	100	28.4	35.6	36	84.2	84.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	377	100	23.6	38.6	37.8	85	86.1	87.8	Yes	Yes
African American	106	100	56.3	29.1	14.6	60.2	71.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.7	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	N/A	N/A	N/A	41.5	44.2	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	230	100	47	35.8	17.2	67.4	74.8	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	317	95.9	41.7	49.3	9	58.3	62.7	67.3
Gender								
Male	163	96.9	40.4	51.7	7.9	59.6	62.4	66.9
Female	154	94.8	43.2	46.8	10.1	56.8	63.1	67.7
Racial/Ethnic Group								
White	244	95.5	35.4	54.3	10.3	64.6	70.5	79.6
African American	69	97.1	64.1	32.8	3.1	35.9	45.6	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	72	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	69.5
Disability Status								
Disabled	37	100	76.5	20.6	2.9	23.5	27	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57	58.6
Socio-Economic Status								
Subsidized meals	153	96.7	54	39.4	6.6	46	51.4	55.4

Social Studies								
All Students	316	95.9	27.8	50.3	21.9	72.2	65.4	70.9
Gender								
Male	166	96.4	28.6	46.1	25.3	71.4	64.3	70.1
Female	150	95.3	26.9	55.2	17.9	73.1	66.6	71.7
Racial/Ethnic Group								
White	244	95.9	24	49.8	26.2	76	69.8	79.2
African American	69	95.7	42.2	50	7.8	57.8	54.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.6	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	33	100	63.3	33.3	3.3	36.7	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.1	68
Socio-Economic Status								
Subsidized meals	149	96	39.1	51.1	9.8	60.9	54.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	491	97.4	24.3	40.9	34.8	75.7	72	72.1	96.1	95.7
Gender										
Male	255	97.3	32.5	41.5	26	67.5	64.5	65.2	95.5	95.5
Female	235	97.9	15.2	40.4	44.4	84.8	79.9	79.2	96.8	96
Racial/Ethnic Group										
White	380	97.1	18.5	43.4	38.1	81.5	77.8	80.8	95.8	95.5
African American	106	99.1	45.6	33	21.4	54.4	59.2	59.7	97.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	87	95.8	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72	64.6	98.7	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	73.4	97.8	96
Disability Status										
Disabled	58	96.6	74.1	22.2	3.7	25.9	22.3	27.7	94	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.4	63.7	95	96.1
Socio-Economic Status										
Subsidized meals	230	97.4	35.8	41.4	22.8	64.2	61.6	61.9	94.9	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	141	99.3	27.2	39	33.8	72.8
	7	161	98.8	27.4	35.7	36.9	72.6
	8	164	98.8	42.3	39.1	18.6	57.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	184	100	24.2	35.4	40.4	75.8
	7	145	100	27.7	32.8	39.4	72.3
	8	159	100	33.6	38.2	28.3	66.4

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	141	99.3	21.3	42.6	36	78.7
	7	161	98.8	27.4	38.9	33.8	72.6
	8	164	98.8	49.4	33.3	17.3	50.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	184	100	26.4	30.3	43.3	73.6
	7	145	100	22.6	40.9	36.5	77.4
	8	159	100	43.4	38.8	17.8	56.6

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	98.6	42.4	56.1	1.5	57.6
	7	161	98.8	35.7	54.8	9.6	64.3
	8	81	98.8	46.2	38.5	15.4	53.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	92	85.9	N/A	N/A	N/A	47.4
	7	145	100	35	49.6	15.3	65
	8	80	100	42.9	50.6	6.5	57.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	100	15.9	66.7	17.4	84.1
	7	161	98.8	19.1	36.9	43.9	80.9
	8	81	98.8	35.5	43.4	21.1	64.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	92	85.9	26.3	56.6	17.1	73.7
	7	145	100	27.7	47.4	24.8	72.3
	8	79	100	29.3	49.3	21.3	70.7

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	96.5	23.5	40.4	36	76.5
	7	167	97	17.3	50	32.7	82.7
	8	161	98.1	45.5	40.4	14.1	54.5
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	184	98.4	20.2	37.1	42.7	79.8
	7	147	96.6	25.4	41.3	33.3	74.6
	8	160	96.9	28.1	45.1	26.8	71.9

Abbreviations for Missing Data

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